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ENG 1091G-095: Composition and Literature, Honors

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English 1091G Section 095 Composition and Language, Honors**Room 3160 Coleman Hall, Tuesday and Thursday 12:30-1:45 except as otherwise announced in class****Instructor: Carol Stevens****Office: 3861 Coleman Hall****Office Hours: Tues., Thurs. 2:30-4:30, Wed. 2:30-3:30 and by appointment****Telephone and voicemail: 581-6970****E-mail: cdstevens@eiu.edu****Textbooks:** Fulweiler and Hayakawa, *The Blair Handbook*, 4th editionPetersen and Brereton, *The Norton Reader*, 11th Edition

Dictionary

Films, theatre, and other work as assigned.

A folder with pockets for your reading journal

Goals: To develop greater fluency in generating ideas, to master fine points of developing and supporting a thesis, to understand the use and documentation of research, to revise and edit your own writing and be a more effective reader of others' work, to read, hear, think about, and discuss challenging ideas. This is not a lecture course, but a lab or workshop in which you will read, write, discuss, analyze, and critique both your own work and that of others, sometimes with the entire class, sometimes individually or in small groups. As we focus (and you are evaluated upon) on the process of writing, completing the stages of each assignment is crucial.

Course requirements and grading determined on a 100-point scale:

Papers 1-4 (about 4 pages or 1000 words each), most involving some documentation, with preliminary work, workshop, and revision 15% each, 60% total

Research essay (at least 8 pages) including proposal, bibliography, revision etc. 25%

Reading response journal, participation, group work, other work as determined 15%

A=91-100, B=80-90, C=70-79, No Credit=below 70

Attendance: The course involves a tight schedule of readings, writings, and other university-level assignments, discussions, peer group work, and conferences. Work must be completed on time, and you are expected to be in class on time even if there is a paper due that day. Miss more than two classes and your grade will be lowered by 1 point for each class missed. Miss or come unprepared for a peer-review workshop and your grade will be lowered by 3 points.

Paper format: Papers must be typed, double-spaced, with one-inch margins, in type no larger than this (12-point). Documentation must be in current MLA style. Papers should be printed out single-sided on plain white or cream paper, and should contain a header that includes your name, the date, and the course and section number at the top left-hand corner. All papers should be titled, and the pages numbered.

Disabilities: If you have a documented disability and wish to receive academic accommodations, please contact the Coordinator of the Office of Disability Services (581-6583).

Electronic Writing Portfolio (EWP): You must submit a "competent" essay (rated "2" or higher), from either English 1091 G or 1002G/1092G to your Electronic Writing Portfolio this year, and one from another Writing-Centered course for each year of your university career. I urge you to submit one from this course.

Honor Policy: If you cheat (use words or ideas not your own without documenting them, misappropriate sources, copy work from the Internet or any other source instead of doing your own or any other infraction as described in the Student Conduct Code), you can expect me to give you a failing grade for the course and to report the incident to Judicial Affairs. The university may assign other penalties as well. The worth of your degree is based on academic integrity, and no instructor who discovers a case of plagiarism or academic dishonesty will tolerate it.

Reading responses: These are typed, 250-500-word personal and intellectual responses to readings from *The Norton Reader*, and occasionally to a film, play, art exhibit or other event we do as part of the work for the class. They are due the date a reading or other work is assigned to be done for class, and are not acceptable for credit after. I will comment upon and return these within a week of when they are turned in, and you will keep them in the folder with pockets (NOT a large notebook) when they are returned. You may re-read and add follow-up comments, which may increase your overall score on the journals when I collect them for final evaluation.

The purpose of the journal is to encourage completion of reading assignments on time, but more importantly, with real intellectual activity and to give you specifics to contribute to class discussion. *The Norton Reader* gives discussion questions after many of the essays, and you can use these to get you started, or you might try some of the following:

What makes this essay readable (or difficult)? Analyze specific examples, figuring out the demands the writing makes on you and what alternatives were available to the author.

Consider how the author presents information and ideas? What choices does the author make about voice and strategy? What can you infer from the choices the author makes?

Test the ideas and information in this work against specific ideas and beliefs of ours that seem applicable. Consider weak points and why they don't persuade you. Consider particularly strong sections, especially if they made you see things differently, and explain what the writer did to persuade you. Read once as a sympathizer and once as a doubter, and explain how the work changes with each reading. And we'll discuss other strategies for writing these responses in class.

Please NOTE: All policies and guidelines including those for grading are subject to change. An announcement in class will be considered sufficient notification for any change in course policy, scheduling, assignments, point values, or any other aspect of the course.

Syllabus (to be continued, of course):

August 21 Introduction to the course, preliminary assignment for first paper, interview and write a brief (250-500 words) intellectual biography about partner from class as preliminary to "Life and Times" paper. Brief discussion of strategies for writing about another person, with reference to your reading of *A Hope in the Unseen*. Turn in today's writing before you leave. For all stages of this assignment it's best if your partner is NOT someone you knew before coming to EIU, so I will pair you off randomly.

Some interview questions to get you started:

Who's influenced you most at this point in your life and how?

What's the first news event you remember clearly?

What's the best thing you remember from high school? The worst?

What's your favorite music? How have your tastes changed? How does it affect you?

What issues most concern you?

After about 15 minutes each of interview, spend the remaining half hour or so drafting the initial interview paper and turn it in before you leave.

August 23 Meet in South Lobby (the entrance near the clock tower) of Booth Library. Library staff member Karen Whisler will provide an introduction to the research tools you will need to do the research for your writing assignments in this course, most particularly your "Life and Times" paper. (Please note that Ms. Whisler led a discussion group on *A Hope in the Unseen*, and is familiar with the terms of your assignment.) This will NOT be a standard library tour, though it will give a brief overview.

More to come. . .

English 1091 Section 095
Composition, Honors-Stevens

Syllabus

Please keep in mind that any syllabus or policy statement is by nature a tentative document. Changes may be made in any area including standards by which students are graded, and an announcement in class will be considered sufficient notice of such change.

Dates given, unless otherwise indicated, are dates on which the assignment is due.

Tues. Aug. 21 Introductions, preliminary interviews, short essays.

Thurs. Aug. 23 Class meets in South Lobby of Booth Library for introduction to research for this class's essays. Discuss first paper assignment: "The Life and Times of. . ."

Tues. Aug. 28 For class, read in *Norton*, Goodheart, "'9-11-01: The Skyscraper and the Airplane" (292-end) and turn in first reading response.

Thurs. Aug. 30 Work on Essay #1, discuss reading response.

Tues. Sept. 4 For class, in *Norton*, read Burgess, "Is America Falling Apart," (286-end), turn in reading response.

Thurs. Sept. 6 Work on papers, documentation. Group essay assignment involving documentation.

Tues. Sept. 11 In-class workshop on papers, especially introductions and coherence. Sign up for required conferences.

Thurs. Sept. 13 No class. Come for your conference instead.

Tuesday Sept. 18 Grading draft of Essay #1 due. Also for class, from *Norton*, read and respond to Orwell, "Politics and the English Language" (540-end). Brief introduction of 2nd paper assignment, analysis of speech..

Thurs. Sept. 20. In-class discussion on advertising and popular culture, sample speech analysis, work on paper #2.

Tues. Sept. 25 In *Norton*, read Elizabeth Cady Stanton, "Declaration of Sentiments" (878-end), and comment in your response. By this date, you must have found your speech and printed it out or photocopied it. Bring two copies to class prepared to discuss in terms of Orwell.

Thurs. Sept. 27 Handbook on analysis, work on drafts, read Ngugi wa Thiong'o, "Decolonizing the Mind" (1054-end) and Susan Allen Toth, "On Going to the Movies"

(1097), both in *Norton*, and write a response in which you comment on their subjects and look at the similarities and differences in how they handle the processes of which they speak.

Tues. Oct. 2 First draft due, Essay #2, "Analysis of Speech." Workshop. Sign up for optional conferences. Introduce primary data-gathering assignment for Essay #3.

Thurs. Oct. 4. Read, in *Norton*, Eighner, "On Dumpster Diving" (22-end), and John McMurtry, "Kill 'Em! Crush 'Em! Eat 'Em Raw!" 309-end), and write a response in which you comment on the views the essays reflect of American culture.

Tues. Oct. 9 Grading draft due, Essay #2. Discuss Essay #3 and further discuss data-gathering.

Thurs. Oct. 11 Read and write a response to H. Bruce Franklin, "From Realism to Virtual Reality: Images of America's Wars," *Norton* (235-end). Further discussion of data-gathering assignment, and formulating a thesis based on data gathered.

Tues. Oct. 16. First draft of Essay #3 due for in-class peer workshop. Sign up for required conferences. Begin discussion Paper #4.

Thurs. Oct. 18 No class. Attend your conference instead.

Tues. Oct. 23 2nd draft due of Essay #3. Also, read Lani Guinier, "The Tyranny of the Majority," and write a brief response. Further discuss Essay #4, a critical/analytical review.

Thurs. Oct. 25 Read and respond to Susan Sontag, "A Century of Cinema," (1090-end), *Norton*. Final date to choose a topic for the review paper.

Tues. Oct. 30 Subject due for critical/analytical review. Handbook as assigned.

Thurs. Nov. 1 Peer workshop draft due of critical/analytical review. Sign up for optional conferences.

Monday Nov. 5 Dinner and a movie with discussion, at Prof. Stevens's house.

Tues. Nov. 6 No class because of dinner-and-a-movie event.

Thurs. Nov. 8 Final draft due of Paper #4.

Tues. Nov. 13-end of semester, research paper. Specific assignments will be given on a separate handout.
